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ABSTRACT

In 1968 the Demonstration and Research Center for Early Education (DARCEE) initiated a small study to build and utilize mothers' skills (established in an earlier and major study) and to begin to construct and explore the feasibility of a "career ladder" for persons interested in early education. Subjects were 12 Negro preschoolers and their families. They were exposed to a 40 week program of home visits by selected mothers. The home visitors received a brief two-phase training program emphasizing the (1) goals of DARCEE and (2) demonstrations and activities to be used in subjects' homes. Subjects were tested in a pretest-posttest design on three measures of academic aptitude, one of which was a specially developed DARCEE instrument. Results indicate that no significant increases or decreases occurred. However, mothers involved as Home Visitors appeared to have increased self esteem, aspirations and expectations as a result of program participation. Appendixes make up almost 1/2 of this document. (WY)

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EDUCATIONAL INTERVENTION IN THE HOME AND PARAPROFESSIONAL CAREER DEVELOPMENT: A FIRST GENERATION MOTHER STUDY

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Introduction

In 1966 the Demonstration and Research Center for Early Education initiated an elaborate research project designed to investigate the "vertical diffusion" phenomenon (Gray and Klaus, 1965). The term "vertical diffusion" refers to the spread of treatment effects from target children to the younger siblings of target children. The design of this study has been described by Miller (1967) and the final report of the project is currently in preparation (Gilmer, 1970). Basically, three treatments were contrasted. The first treatment, Maximum Impact, involved both children and mothers. While the mothers were trained to participate in that preschool program and also received home visits which were designed to help the mothers become more effective educational change agents in their homes, their children attended a formal

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preschool. The second treatment, Curriculum, involved the children in the formal preschool program but made no provision for maternal involvement. The third treatment, Home Visitor, was designed to train the mother to work with her children at home and involved no classroom contact for the mother or for the target child. A fourth group which received no treatment served for comparison purposes.

Preliminary analyses seem to indicate that diffusion did occur in the groups where the mother was involved in the treatment (Gilmer, 1969). The younger siblings in the Maximum Impact and Home Visitor groups were significantly superior to Curriculum and Comparison younger siblings on the Binet and DARCEE Concept Test for Children. This finding corroborated the impressions of those working with the mothers who reported substantial changes in the mother's life styles, particularly with respect to the manner in which the mothers learned to interact with their children.

At the conclusion of this study in 1968, a smaller follow-up project was proposed. The design provided that four "Maximum Impact" mothers would be selected and then trained to serve as home visitors for a new group of target families. The rationale for this study was twofold: first, to build and utilize mothers' skills which were established in the earlier study, and, second, to begin to construct and explore the feasibility of a "career ladder" for persons interested in early education. The employment and training of paraprofessionals for home educational intervention has been used with some success in the past by Gray and Klaus (1965), Karnes, et al., (1966), Weikart (1967), Gordon (1968), Schaefer (1969), and Barbrack (1970). The "career ladder" idea was proposed by Pearls and Reissman (1965) and has been used extensively

in innovative educational programs throughout the country (Bowman and Klopf, 1967).

Methodology

Subjects

Twelve preschoolers and their families were recruited for the present study. All of the families lived in a low income housing project in Nashville, Tennessee. There were eight girls and four boys, and all were Black. At the time of posttesting the children ranged in age from 40 months to 64 months, and the mean CA for the group was 50.08 months.

A comparison group was drawn at the completion of the study. The Comparison group children were also residents of the same low income housing project. All of the children were Black and ranged in age from 43 months to 53 months with a mean CA for the group of 48.50 months. There were five boys and seven girls in this group.

Procedure

Four "Maximum Impact" mothers were selected to become Home Visitor trainees. The trainees were exposed to approximately 24 hours of preservice training which consisted of an overview of the entire DARCEE operation including its philosophy and rationale for intervention. At this time the procedures and materials used in home visiting were reviewed. Initial visits were phased in gradually. During the first week of visits only one home visitor started out in the field. This phasing allowed the trainer to focus upon the preparation and support of that home visitor. Toward the end of the first week, a second home visitor became involved in the planning and evaluation with the first home visitor and the trainer. The second home visitor began field work the second week of the project, and, toward the end of the week,

the third was involved in the planning and evaluation process. This plan was followed for four weeks until each home visitor was phased into the operation. This initial training was supplemented by a weekly inservice session which involved planning, evaluation, materials construction, etc. The trainer relied heavily upon modelling of desired behaviors and role playing of teaching situations in working with the trainees.

The home visits continued for approximately 40 weeks. Each family was visited once a week, and the visit usually lasted for about one hour. The aim of the visits was to teach the mother to be an effective educational change agent for the child; by working through the mother, the home visitor attempted to reach the child. Behavior modelling and materials demonstration were the basic techniques employed. While the home visitors made many materials to bring into the home, a heavy emphasis was placed upon using materials and events in the home for educational purposes. For example, if the home visitor were working with classification skills, it might be suggested that sorting laundry be used as an activity. Different classification rules can be presented for soiled and clean clothes. Soiled clothes can be sorted into white and colored piles; clean clothes can be classified according to ownership. Another example of a home event which can be utilized as a learning experience is food preparation. The mother can be taught to use something as simple as potato peeling to give the child practice in color, shape, size and texture discrimination. Cutting the potato allows the mother to introduce fractions, and discussion of potato preparation can be used as a language experience. Many such possibilities exist, but each home usually presents its own unique educational

potential. (A more detailed account of home visiting may be found in Barbrack, 1970 and Giesy, et al., in preparation.)

Instrumentation

The Stanford-Binet, Form L-M, and the Peabody Vocabulary Test were employed as measures of academic aptitude in a pretest - posttest design. Because it offered the advantage of reflecting the kinds of skills that were emphasized in the home visitor treatment to a greater degree than either the Binet or PPVT, a new instrument, the DARCEE Concept Test for Children (Gilmer, 1969), was included as an index of academic aptitude. These skills, matching, recognition, and identification, appear to be basic for more complex cognitive and language development. The test consists of 25 sets of response and stimulus cards on which are drawn a variety of figures which vary in terms of size, color, shape, etc. The child is required to match figures ("Show me one that is the same as this one."), recognize figures ("Show me the smallest triangle."), and identify figures ("What is this?"). The test yields scores in three subtests: Matching, Recognition and Identification. A more detailed description of this instrument is given by Gilmer (1969).

Hypotheses

For the present study it was hypothesized that:

Hypothesis 1 for the Home Visitor Treatment group there will be a significant increase between pretest and posttest scores on the Stanford-Binet, Peabody Picture Vocabulary Test and the DARCEE Concept Test for Children.

Hypothesis 2 scores on the Matching subtest of the DARCEE Concept Test will be superior to Recognition scores

PS 003652

and Identification scores, and Recognition scores will be superior to Identification scores.

Hypothesis 3 Home Visitor Treatment groups' scores on the Binet, Peabody Picture Vocabulary Test, and the DARCEE Concept Test for Children will be superior to scores on the same measures of a comparison group made up of similar children.

Results

Due to the absence of a control group, two types of contrasts are presented in this section. The first is a series of pre-post comparisons within the treatment group, and the second is a series of treatment group (post) - comparison group analyses.

The data presented in Tables 1 and 2 indicate no statistically significant differences from pretest to posttest for the Home Visitor group on the Binet and PPVT. The Binet mean actually decreased -.58, while the PPVT mean increased +4.58

TABLE 1

Summary of t Test Analysis Between Pretest and Posttest Scores on the Stanford Binet for the Home Visitor Treatment Group

	Mean	Standard Deviation	t	p
Pretest	91.25	15.33	0.143	ns
Posttest	90.67	13.60		

TABLE 2

Summary of t Test Analysis Between Pretest and Posttest Scores on the Peabody Picture Vocabulary Test for the Home Visitor Treatment Group

	Mean	Standard Deviation	t	p
Pretest	17.92	10.65	-1.260	ns
Posttest	22.50	13.94		

The results of the analysis of subtest scores on the DARCEE Concept Test are shown in Table 3. Changes from pre to posttest were significant

in the predicted direction for Matching, Recognition, and Identification. Further analysis of these data using a Lindquist A x S design (Lindquist, 1953) is shown in Table 4 and indicates a significant difference between subtests (F 25.60, p <.05).

TABLE 3

Summary of t Test Analysis Between Pretest and Posttest Scores on Matching, Recognition and Identification Subtests of the DARCEE Concept Test for Children for the Home Visitor Treatment Group

Subtest	Mean		Standard Deviation		t	p
	Pre	Post	Pre	Post		
Matching	25.92	42.83	10.91	4.35	6.643	<.05
Recognition	5.25	12.75	3.19	4.07	6.749	<.05
Identification	2.92	9.83	2.97	5.57	6.169	<.05

TABLE 4

Summary of Lindquist A x S Analysis of Variance Between Pretest Scores of the Home Visitor Treatment Group on the Matching, Recognition and Identification Subtests of the DARCEE Concept Test for Children

Source	df	MS	F
Subtests (A)	2	1.28	25.60*
Subjects (S)	11	.55	
Subtests X Subjects (AS)	22	.05	
Total	35		

*p < .05

In order to contrast the subtests of the DARCEE Concept Test, which were composed of unequal numbers of items, an arcsin transformation, changing the raw scores to proportions correct for each subject, was

performed (Walker & Lev, 1953). The results of a Critical Difference (Lindquist, 1963) analysis of the transformed scores are shown in Table 5 and indicate, as predicted, Matching greater than Recognition and Identification, and Recognition greater than Identification ($p < .05$).

TABLE 5

Critical Differences in Mean Subtest Scores of the Home Visitor Treatment Groups on the Pretest of the DARCEE Concept Test for Children

	Subtests	
	Recognition	Identification
Matching	.29*	.65*
Recognition		.36*

*critical difference = .19

The Treatment group posttest scores on the DARCEE Concept Test were also subjected to a Lindquist A x S analysis of variance. The results of this analysis are presented in Table 6 and indicate the presence of significant differences between subtests (F 9.34, $p < .05$). The Critical Difference analysis shown in Table 7 indicates no significant differences between Matching and Recognition, but Recognition is significantly greater than Identification.

TABLE 6

Summary of Lindquist A x S Analysis of Variance Between Posttest Scores of the Home Visitor Treatment Group on the Matching, Recognition and Identification Subtests of the DARCEE Concept Test for Children

Source	df	MS	F
Subtests (A)	2	1.06	9.34*
Subjects (S)	11	.61	
Subtests X Subjects (AS)	22	.11	
Total	35		

*significatn p .05

TABLE 7

Critical Differences in Mean Subtest Scores of the Home Visitor Treatment Groups on the Posttest of the DARCEE Concept Test for Children

	Subtests Recognition	Identification
Matching	.06	.54*
Recognition		.48*

*critical difference = .29

Tables 8 and 9 show the results of camparisons between the Treatment (post) and Comparison groups on the Binet and PPVT. While neither test reached statistical significance, the Treatment group was superior on the Binet (+7.69) and the PPVT (+2.84), and the difference on the Binet approached significance (p .10).

TABLE 8

Summary of t Test Analysis Between Stanford Binet Scores of the Home Visitor Treatment Group and the Comparison Group

Group	Mean	Standard Deviation	t	p
Home Visitor	90.69	13.60	-1.582	<.10
Comparison	83.00	9.87		

TABLE 9

Summary of t Test Analysis Between Peabody Picture Vocabulary Test Scores of the Home Visitor Treatment Group and the Comparison Group

Group	Mean	Stardard Deviation	t	p
Home Visitor	22.50	13.94	-0.619	ns
Comparison	19.66	7.61		

Scores on the subtest of the DARCEE Concept Test were analyzed for between group differences. The results of these analyses are shown in Table 10.

TABLE 10

Summary of t Test Analysis Between DARCEE Concept Test for Children Subtest Scores of the Home Visitor Treatment Group and the Comparison Group

Subtest	Mean		Standard Deviation		t	p
	Home Visitor	Comparison	Home Visitor	Comparison		
Matching	42.83	38.50	4.34	8.74	-1.536	ns
Recognition	12.75	10.33	4.07	2.71	-1 715	<.10
Identification	9.83	4.00	5.57	2.97	-3.179	<.05

There was no significant difference on the Matching subtest, but Identification was significant (t -3.179, p <.05), and Recognition approached significance (t 1.715, p <.10). Treatment group means were superior to Comparison group means on all of the subtests.

Discussion

The purpose of this study was threefold. First, and most obvious, the home visitor intervention was designed to have a positive impact upon the measured academic aptitude of the treatment group children. Although maternal measures were not taken, the strategy was set up to involve the mother as a mediator of the treatment, making an attempt to reach the child through the mother. Second, an attempt was made to replicate Gilmer's findings (1969) pertaining to the hierarchical nature of matching, recognition and identification skills and the susceptibility of these skills to early educational intervention. Third, implicit in this study was an attempt to test the efficacy of a "career ladder" scheme which began with the mother as a treatment group member, progressed to the point where the mother was employed and trained to serve as a home visitor, and ultimately resulted in the mother working as a home visitor supervisor and/or classroom teacher.

Comparing the treatment group's pretest and posttest performance on the Binet and PPVT indicated that no significant increases or decreases occurred. The most parsimonious explanation for this finding is that the treatment was not effective, at least with respect to the dependent variables as measured in this study. The relatively short duration of intervention and the treatment attenuation resulting from the fact that the Home Visitors developed skills slowly and were most effective toward the end of the project probably contributed to the insignificant findings. These factors were compounded by the small number of subjects employed.

Compared to the Comparison group, Treatment group children scored higher on the Binet and PPVT. Neither difference was statistically

significant, but the Binet superiority approached significance ($p < .10$). Again, the most parsimonious explanation would be that the treatment group was initially superior to the Comparison group, An alternate suggestion would be that the home visitor intervention was effective in producing some gains in academic aptitude or at least in stemming the relative rate of decline in measured aptitude for the treatment group. Deciding on which alternative to choose comes down to deciding how costly an error would be. Hays (1965) discussed two such types of errors. A Type I error occurs when the tested null hypothesis is falsely rejected. A Type II error occurs when the tested null hypothesis is falsely accepted. Accepting that the treatment was effective runs the risk of committing a Type I error. In this instance this error would result in attributing significant treatment effects to a relatively ineffective treatment. Since the home visitor treatment cost only a fraction of a regular preschool classroom program and because the "career ladder" element was an added and needed benefit, there is some merit in risking a Type I error and proceeding within further study which overcomes some of the problems of the present study, e.g., small number of subjects, lack of control group.

The results of the DARCEE Concept Test for Children can be treated two ways, first as a measure of treatment effects and, second, as they shed light on the developmental aspects of matching, recognition and identification skills.

If one examines the Home Visitor Treatment group taken by itself from pretest to posttest, a treatment effect appears to be clearly and significantly evident. Significant gains occurred in each subtest with

a mean gain in Matching of 16.91, Recognition of 7.50, and Identification of 6.91. These skills are likely to be related to general maturational factors; however, this analysis does not allow a partitioning of maturation effects from treatment effects. The treatment effect is isolated in the treatment group - comparison group analysis. These results, shown in Table 10, indicated that the Treatment group was superior in all three subtests, but in only one instance, Identification, was this superiority statistically significant. Treatment group superiority on the Recognition subtest approached significance ($p < .10$). Again, the most parsimonious explanation for this difference is that the two groups were not equivalent, but the same arguments for risking a Type I error also apply.

The idea that matching, recognition and identification skills are hierarchical in nature with matching skill coming earliest in the developmental sequence and identification skill occuring much later is supported by the Treatment group pretest scores on the DARCEE Concept Test. The data shown in Table 5 indicated that Matching scores were significantly superior to Recognition and Identification scores and that Recognition scores were significantly superior to Identification scores. Gilmer's contention (1969) was therefore supported.

On the posttest the picture changed a bit. No differences were found between Matching and Recognition, but scores on both of these subtests were superior to Identification. Examination of the raw data indicated that the children began to "ceiling out" on the post administration of the Matching subtest. This phenomenon was probably not due solely to the nature of the test but also to the nature of the children who, over time, became more similar. It appears that over the course

of a year the slower children began to catch up with those who were most advanced. This "catching up" process was less evident in identification - an occurrence which again supports the idea that this skill is the last of the three to develop.

The Home Visitors were observed to be more effective educational agents with their own children. Because of their sensitivity to and first hand knowledge of the conditions in which the mother lived and the mother's feelings about these conditions, the Home Visitors were able to give realistic and meaningful suggestions to the mothers being trained. There was some indication that the Home Visitors were perceived as peers by the mothers.

These descriptions do not begin to cover the changes which occurred with respect to the Home Visitors. It would appear that professional employment, chance for advancement, and receipt of a fairly decent wage had an impact upon the Home Visitors' self esteem, aspirations and expectations. The combination of these positive feelings and attitudes and increased teaching skills seemed to result in the Home Visitors being an effective teacher of mothers, as well as more effective in teaching her own children. These impressions and hunches can be and should be translated into researchable hypotheses. Instruments and mechanisms for this kind of investigation are not available, but at least these types of unobtrusive data are beginning to be seen as legitimate both in terms of being acceptable scientific information and as particularly suitable for the evaluation of compensatory education programs (Webb, Campbell, Schwartz, & Seechrest, 1966).

Evidence pertaining to the "career ladder" which was built into this study is sparse and unobtrusive but at the same time cogent and powerful. In a sense success in this area can be the undoing of a research and intervention project. For example, after the four Home Visitors had finished preservice training and were integrated into the field, two dropped out of the program. These women, heretofore unemployed, secured teacher-aide positions in the public schools. While this in itself was a measure of the mothers' increased awareness of opportunities and wherewithal to exploit those opportunities, it also meant recruiting and training two new mother home visitors.

The final group of four Home Visitors stayed on the job for the entire project. Since turnover is a recurring problem in working with paraprofessionals, this in itself is an indicator of success. Missed visits were infrequent and usually made up later in the week. The Home Visitors learned to plan, implement and evaluate home visits effectively. The lesson plans in Appendix A testify to the increase in these abilities as the project progressed. All of the Home Visitors were evaluated favorably by their supervisor and recommended for advancement to the next step on the "career ladder".

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APPENDIX A

ACTIVITY PLAN

HOME VISITOR: Linda Starch[1]

MOTHER: Grandmother (Mrs. Windell)

CHILD: Lucy McGrath

DATE: Tuesday, November 5, 1968 TIME: 3:30

HOME VISITOR'S ACTIVITY

OBJECTIVES:

Color: red

Counting: 1 - 3

Shape: square

Listening and verbalizing

MATERIALS:

Construction paper, story book, Mrs. Hen Goes to Market, matching animals on book, puzzle.

ACTIVITY PROCEDURE:

Picture read story of Mrs. Hen Goes to Market. Sang song "Where is Thumbkin," Recognize animals we see around us and the sounds they make.

EVALUATION OF HOME VISIT:

The grandmother was very verbal and had worked with the child. The mother was hostile. The grandmother cut the radio off when I got there, but the mother cut it back on and stayed on the phone the whole time I was there. The grandmother seems to be more interested and seems to be helping the child.

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[1]The names of the home visitors, mothers and children are fictitious.

EVALUATION OF HOME VISIT: (cont.)

Lucy wasn't participating at first, but the grandmother and I went right through the song, "Where is Thumbkin." Then Lucy got into the activity by showing me the picture she had pasted and by working the puzzle. She talked about the Three Little Kittens and helped me count them. She liked the sound the dog and cat make.

We are working with the grandmother, but Mrs. Windell is very anxious for Lucy's mother, Marcella, to participate in the activities. Marcella is a senior at Pearl High School.

ACTIVITY PLAN

HOME VISITOR: Linda Starch

MOTHER: Grandmother (Mrs. Windell)

CHILD: Lucy McGrath

DATE: February 11, 1969 TIME: 3:30 p.m.

HOME VISITOR'S ACTIVITY

OBJECTIVES:

Rote counting 1 - 5

Object counting 1 - 5

Shape - heart

Colors - red, white, yellow, brown, and black

MATERIALS:

Story Book Old Gray and the Little Hen

Sifo puzzle 5 pieces - Nursery rhyme

Construction paper, scissors, paste and pictures of animals.

ACTIVITY PROCEDURE:

Sing Song "If You're Happy". Review the heart shape. Make Valentine card. Let child work puzzle, and picture read story. Count the baby animals. Work with animals. The sounds they make and their color.

EVALUATION OF HOME VISIT:

Lucy was a very hard worker today. When I first got there Marcella and her sister were leaving, and she called Lucy into the room. The Grandmother had company, and Lucy and I had worked for 30 or 40 minutes before she came into the living room. Lucy seems to be falling behind on her shapes. I don't think anyone is helping her very much, so we had a review on the shapes and colors.

EVALUATION OF MOTHER'S PARTICIPATION:

Marcella or Mrs. Windell haven't been working with Lucy, and I couldn't get anyone to work with me today for about 30 or 40 minutes. Then Mrs. Windell came and sat for about 15 or 20 minutes. Lucy helped me make a Valentine card. She put the paste on the heart and put the heart on the border. Then when we were through with it, she gave it to her grandmother. She worked real well today even though no one came in to help us. No one did the home assignment with her. She was able to work the puzzle.

HOME ASSIGNMENT:

1. Read story.
2. Work puzzle.
3. Reproduce animals
4. Work with heart shape.

ACTIVITY PLAN

HOME VISITOR: Lucille Jones

MOTHER: Wilma Carver

CHILD: William Carver

DATE: November 4, 1968 TIME: 1:30 p.m.

HOME VISITOR'S ACTIVITY

OBJECTIVES:

To get William to talk more and to see if he knew any of his colors. To see if William can repeat a pattern that has been presented to him and to see if the mother can motivate the child so that he can follow up on the activities that were left last week.

MATERIALS:

Story book (The Counting book)

Puzzle

Paste

Scissors

Activity Procedure:

First, we sang a song, "Good Morning, Mr. Yellow Bird." Followed up on last week activity, by letting the child and mother talk about the story that they read. Matching the weatherman and using the color beads for a counting, color matching activity.

EVALUATION OF HOME VISIT:

This week, William acted a little shy because Bettye Smith came with me, but after a while, he started talking to me. He wanted to work the puzzle that was left last week. He showed me the

EVALUATION OF HOME VISIT: (cont.)

picture that they had cut out and pasted on paper. He talked about the story that we read last week, and it shows that the mother had been working very hard with him.

EVALUATION OF MOTHER'S PARTICIPATION:

Mrs. Carver was very glad to see me, because she wanted me to see the things that they had done. She said that she and William had taken a walk and were talking about the weather.

ACTIVITY PLAN

HOME VISITOR: Lucille Jones

MOTHER: Wilma Carver

CHILD: William Carver

DATE: April 7, 1969 TIME: 1:30 p.m.

HOME VISITOR'S ACTIVITY

OBJECTIVES:

Color concept - Following on Easter - match and recognize light and dark.

Shades - blue, green, orange, yellow

Reproduce the color green, orange, brown

Reproduce a spring day

MATERIALS:

Water colors

Book

Paper

ACTIVITY PROCEDURE:

We talked about the Easter holiday. William was asked what he did on that day, where did he go and what did he see. William said he went to church, and went on an Easter egg hunt and saw a lot of pretty colors. Then we matched and recognized light and dark shades by using color eggs (candy) that I had. I showed William a light color or dark color, then asked him to find the same color in the room. This he could do. Then we worked with the water colors to reproduce the colors green and orange and brown. Later William and Mrs. Carver painted a spring day with water colors, then we played the game "Simon Says".

EVALUATION OF HOME VISIT:

William was outside playing and he wanted to stay outside and work, but the wind was too high so we went back inside. William was still excited about Easter and he was more active, but he worked steady.

EVALUATION OF MOTHER'S PARTICIPATION:

Mrs. Carver had a lovely activity and the processes were just right. She used more words with William and shared ideas with him. Mrs. Jones told Mrs. Horton that William talked more than any child and is always playing school.

ACTIVITY PLAN

HOME VISITOR: Betty Smith

MOTHER: Mary Lacy

CHILD: Sam Lacy

DATE: November 7, 1968 TIME: 11:30 a.m.

HOME VISITOR'S ACTIVITY

OBJECTIVES:

Working with sets - 3

Size - big, middle size, small

Fall - animals: bears and squirrels

MATERIALS:

Story book - Animals Talk to Me, The Three Bears

Puzzle

Construction paper picture

Flannel story - Three Bears

ACTIVITY PROCEDURE:

Singing "Hello, Mister Yellow Bird"

Flannel story

Working with Rolly the Weatherman

Animal bear - what he does to prepare for cold weather

EVALUATION OF HOME VISIT:

Sam was very active today. He sang with us and loud. He was very anxious to answer questions I asked. When he didn't know the answer, he came right out and said, "I don't know." I didn't have to use hardly any reinforcement. All of this was due to the fact that Sam's mother wasn't there for him to lean on and to baby him.

ACTIVITY PLAN

HOME VISITOR: Betty Smith

MOTHER: Mary Lacy

CHILD: Sam Lacy

DATE: May 8, 1969 TIME: 11:30 a.m.

HOME VISITOR'S ACTIVITY

OBJECTIVES:

Follow up on plants.

Process growth.

Language - Telling story in sequence order.

MATERIALS:

Picture of the Process of Growth

Artificial vegetable (carrot, tomato, corn, cucumber)

ACTIVITY PROCEDURE:

Sing "Little Blue Bird in the Tree"

1. Dramatizing the Process of Growth
2. Name some plants we eat, ones we used to make our homes and yards pretty
3. Trip to store to find the vegetable we talked about

EVALUATION OF HOME VISIT:

When I arrived Sam wouldn't talk. I asked Mrs. Lacy and Sandra what was wrong with him, they said Sam doesn't have a tongue today. Then he said, "Yes, I do," and stuck out his tongue. We talked about how all of their beans had grown. Those in dirt had grown as tall as the one in cotton on water. I asked Sam what made his plant grow, he said dirt, water, and the sun. During the dramatization, Sam was a carrot because he liked to eat them. "But you

EVALUATION OF HOME VISIT: (cont'd)

can't eat this one, because it's not real." He named all the artificial vegetables (carrot, tomatoes, corn, and cucumber). When we took our trip to the store, everybody had a vegetable to find. Sam's was carrots, Sandra's was corn, Mrs. Lacy's cabbage, and mine was onions. When Sam found the carrots, he said, "I have a whole box of carrots." Someone called Mrs. Lacy on the telephone and Sandra answered, "This is Sandra and Mrs. Smith, our teacher, is here to teach us something and my mother is learning too. So you will have to call back."

ACTIVITY PLAN

HOME VISITOR: Mary Waters

MOTHER: Reba Maxey

CHILD: Sue Ann

DATE: November 19, 1968 TIME: 9:00 a.m.

HOME VISITOR'S ACTIVITY

OBJECTIVES:

Color - classifying red

Counting 1 - 4

Shapes - square

Sizes - small, middle size, large

MATERIALS:

Song Sheet, five colored boxes (red, yellow, brown, green)

Pictures of characters in the story Little Red Riding Hood and clothing made from construction paper.

ACTIVITY PROCEDURE:

Singing song "This Old Man"

Telling the story of Little Red Riding Hood

Putting clothing on characters in story

Using the boxes and things to go into the box to classify

EVALUATION OF HOME VISIT:

Sue Ann and Mrs. Maxey joined in when singing the song. When I acted out the story, they all listened and thought it was really something to see the wolf with grandmother's dress. When we worked with classifying red, Sue Ann surprised Mrs. Maxey and myself by identifying brown and orange also. She was also able to count the five red things in the box.

EVALUATION OF MOTHER'S PARTICIPATION:

Mrs. Maxey pasted the leaves on construction paper. She told her that this is the fall of the year and the leaves change to red, yellow, orange and brown. She let Sue Ann work the puzzle. As she worked, she asked her questions about what vegetables she saw in the puzzle. Sue Ann was able to tell her. She also told her the color of the vegetables. Mrs. Maxey had her to identify and to count the four red squares - and she did.

ACTIVITY PLAN

HOME VISITOR: Mary Waters

MOTHER: Reba Maxey

CHILD: Sue Ann

DATE: April 15, 1959 TIME: 9:00 a.m.

HOME VISITOR'S ACTIVITY

OBJECTIVES:

Visual Discrimination

Classification using seasons

See how things grow

MATERIALS:

Picture of three trees drawn on paper, pictures of things we see and do in these seasons. Three books of different colors, wallet, spray starch, truck, black pepper, and starch. Process of beans in growth. (These are things around the house.)

ACTIVITY PROCEDURE:

Sing "This Old Man". Classification of seasons, fall, winter, spring. What's missing using objects around the house. Talk about and show how beans grow. Examine the bean we planted last week.

EVALUATION OF HOME VISIT:

Two of my activities went well. When we started doing the classified activity I lost Sue Ann because she wanted to get the motivation chart. I explained to Sue Ann that she could get the chart next time. I continued with my activity and kept asking Sue Ann questions and pretty soon she was working again. When she came

EVALUATION OF HOME VISIT: (cont'd)

into the activity I gave her a star. She was very sharp when we played what's missing. Each time she was able to tell me what I had taken off the table.

EVALUATION OF MOTHER'S PARTICIPATION:

Mrs. Maxey told us the story of "Pear Shaped Hill". She would stop and ask questions about the story. Once she pointed to a chicken and asked Sue Ann what animal it was. She Ann said it was a bird with a worm in its mouth. Mrs. Maxey told her it was the same thing she cooked last night. Then Sue Ann said chicken and said she wasn't going to eat any more. I asked her why and she said it might have a worm inside it.